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ABSTRACT

Since 1980, 10 separate studies were conducted to investigate issues related to adult students at the University of Wisconsin (UW). The first of these research efforts was a cohort study that revealed more similarities than differences among the adult students enrolled at UW and their nonenrolled cohorts. Based on a study entitled the Trigger Study, researchers concluded that job and family circumstances are the factors that are most likely to trigger adults to return to school. The remaining eight studies focused on student transcripts, graduate follow-up, homemaker participation in college programs, academic skills, admissions, study habits, retention, and UW center system study. According to these studies, adults who graduated from UW proceeded through college at a fast pace, averaging almost a full course load per semester. Those adults who graduated found their college experience overwhelmingly positive, with 98 percent of those surveyed saying that they would work for a degree again if they had it to do over. About half of the employed graduates reported increases in job responsibilities, pay, status, or job security as a result of getting their college degree. In addition, those homemakers who returned to college reported impressive personal gains. The academic skills of adult students generally compared favorably with those of the younger students, and their study habits showed more similarities than differences when compared with those of younger students. (MN)

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THE ADULT STUDENT

Research Findings
from the
Wisconsin Assessment Center

Volume 1

This publication summarizes research studies conducted from 1980-1983 by the Wisconsin Assessment Center. For more information, write to:

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Preface

More than 45,000 adult students in the University of Wisconsin System are giving new meaning to the expression "live and learn," and a new challenge to higher education. The presence of these adult students is working some exciting changes on the traditional classroom and campus. Unlike some university systems that designate particular institutions for nontraditional students, all UW institutions are designed to serve both traditional and nontraditional age students. The mix is appropriate and a special strength of the System; but it also poses a special challenge to us to better understand the nature of the adult learner in order appropriately to adapt curriculum and academic planning as well as auxiliary services to meet their unique needs. Studies, such as those conducted by the Wisconsin Assessment Center in the past several years, provide us not only with an important overview of these adult students, their motivations and their successes, but also give us insights into these necessary modifications.

The challenge and excitement that was engendered in the 1960s and 1970s by enrollment growth throughout the System will be spurred in the 1980s by the changing and more diverse nature of our students. Many faculty who were teaching then remember the 1940s and 1950s as the "golden age" of college teaching when classrooms were filled with returning war veterans on the GI bill. Students were highly motivated, brought their own varied life experiences to the classroom, and wrought a revolution in academic life. We are on the brink of another such revolution as the institutions of the University of Wisconsin System implement the Wisconsin Idea in the 1980s.

Katharine C. Lyall
Vice President for Academic Affairs
University of Wisconsin System
September, 1983

Introduction

The Wisconsin Assessment Center, located at the University of Wisconsin-Green Bay, conducts studies of adult students at University of Wisconsin campuses. Since 1980, when UW System administrators asked the Wisconsin Assessment Center to investigate issues related to adult students, the Center has launched a variety of studies to enhance understanding of this increasingly important—and new—college clientele. This booklet summarizes the first ten research studies, carried out in partnership with University of Wisconsin institutions around the state.

The Wisconsin Assessment Center is housed within the Office of Educational Research and Development at UW-Green Bay. Created in 1976 as a Systemwide resource center for the assessment, measurement, and testing associated with nontraditional learning, the Center conducted statewide conferences and consulted throughout the late 1970s with UW campus personnel on the assessment of students' prior learning. This work paved the way for the expansion of the Wisconsin Assessment Center's mission to include study of the adult student.

These first ten studies provide a new perspective of the adult student as a serious learner, aggressively seeking a degree, and ready to move into new levels of professional employment after graduation. The similarities between the serious adult student and the so-called traditional student have important implications for faculty, for the curriculum, and for university administrators. So too, the different and sometimes special needs of the adult student must also be dealt with.

As the proportion of adult students moves toward 50 per cent (and on one UW campus adults already compose over half of the total student population) important policy questions arise on issues like the use of scarce resources and changes in the ways and times of instruction. These concern state legislators, regents, system administration, as well as local campus faculty, administrators and staff. The studies reported here are not designed as policy position papers. They do, however, provide some new insights and suggest new questions to those who will chart the course of the university.

Practical Studies Designed To Answer Questions

The Wisconsin Assessment Center's research has attempted to answer the questions that UW faculty and staff ask about this new adult clientele, defined as students 25 years or older. With adults making up more than one-third of the enrollment at several UW campuses, faculty and staff ask how these students differ from younger students. What do they need and want from their education? How can the university serve adult students and their cohorts in the community who are thinking of a return to higher education? On these questions and others are based the initial studies of adult students.

Since the studies address questions that UW personnel ask as they run programs, make decisions, and create policies that concern adult students, the studies are more practical than theoretical. Most studies have featured adults seeking their baccalaureate degrees. Nearly every study has been conducted at several UW campuses so that the research is not just a series of unconnected local studies. Finally, for purposes of comparison, the studies frequently include a "contrast" group, for example, traditional-aged students or adults in the community who are not attending college.

Over the last three years, almost all of the UW System's 13 four-year institutions and 13 two-year institutions have been somehow involved in Wisconsin Assessment Center studies. Some campuses (listed below) have helped the Center gather data and survey adult students, former adult students, and potential adult students. Other campuses have participated in surveys about policies, such as how admission of adults is handled; others have hosted sessions for presentation of research findings by Center staff. The following institutions have cooperated in research studies of adult students on their campuses:

Four-Year Campuses	Two-Year UW Centers
UW-Eau Claire	Barron County
UW-Green Bay	Fond du Lac
UW-Madison	Fox Valley
UW-Milwaukee	Marathon County
UW-Oshkosh	Rock County
UW-Parkside	Sheboygan County
UW-Stout	Washington County
UW-Superior	Waukesha

About This Booklet

Wisconsin Assessment Center findings have appeared in a variety of publications, ranging from technical reports complete with tables to refereed journal articles fortified with statistics, to newspaper articles filled with quotes from local campus administrators. But this booklet represents the first summary and overview of all the studies completed during 1980-83. Within each summary, numbers in parentheses refer to the complete report of the study. Published studies and related articles are listed at the end of this booklet.

The first studies dealt with basic questions about the new adult group. Who are they? Why do they come to college later in life than usual? Several of the early studies (e.g., the "trigger" study and the "transcript" study) explored the characteristics of adult students, their motivations and their rate of progress through the university. This research described the person who seeks a degree after the age of twenty-five. Later studies looked at specific groups of adult students: homemakers, adults at two-year UW Centers, or adult dropouts. Later research investigating the special needs of adults helped to launch new studies of adult students' academic skills and their management of study time. These studies will undoubtedly uncover new issues.

George T. O'Hearn, Director
Wisconsin Assessment Center

Research Highlights

- Three-fourths of the adults in degree programs are between the ages of 25 and 34. Women outnumber men two to one.
- Nearly two-thirds of adult students had attended college sometime in the past.
- Circumstances related to the adult's job or family triggered enrollment in a degree program.
- Work, family and financial responsibilities kept about 60 percent of the adult students from enrolling earlier. These responsibilities are also mentioned by adults who leave as the major reasons for discontinuing college work.
- Adults who graduated proceeded through college at a fast pace, averaging almost a full course load per semester.
- Adults who graduated found their college experience overwhelmingly positive—98 percent of the graduates surveyed said they would return to work for a degree if they had it to do over again.
- About half of the employed adult graduates reported increases in job responsibilities, pay, status, and/or job security as a result of getting their college degree.
- Homemakers who returned to college reported impressive personal gains. After graduation, 80 percent were employed full time or part time outside of the home.
- Adult students' academic skills compared favorably with those of younger students, except in mathematics.
- Adult students' study habits showed more similarities than differences to those of younger students.
- Eighty-one percent of the adult students at the UW Centers transferred almost immediately to a four-year institution upon completion of their two-year course of study.

Research Studies

The Cohort Study: Adult Students and Nonstudents

The adult "cohort" study (1) earned its nickname because it included, along with adult students, friends (cohorts) in the community who weren't attending college. As the first Wisconsin Assessment Center study of adult students, the cohort study at UW-Green Bay explored why adults had not completed their degrees earlier and what their goals were upon re-entering. Using an adaptation of a technique called snowball sampling, researchers asked the enrolled adults to provide the name of a friend, a person much like themselves—in background, interests, educational level, and family or job responsibilities—but *not* enrolled in college. These cohorts were then asked about why they weren't now enrolled and whether they planned to return to college. The cohort study was essentially a marketing study, generating information about adult students and potential adult students.

Cohorts Much Like Students

The intent of the study was to identify differences between adult students and their nonenrolled cohorts. The most striking result of the study, however, was the lack of differences between students and nonstudents in such areas as value placed on education, interest in learning, and knowledge about college study. In fact, many of the cohorts said they had plans to enroll in the future.

The most striking result was the lack of difference between students and nonstudents.

Thus the adult students didn't "stand out" in any noticeable way from their unenrolled friends. Apparently, surveying enrolled adults can reveal quite a bit about potential adult students, which is good news for future marketing studies.

Why Adults Weren't Enrolled

Most cohort adults who weren't enrolled in college felt that family responsibilities, cost, lack of time, inconvenient course schedules, and full-time jobs were important reasons they had not enrolled. Interestingly, these same barriers had prevented the adult students from enrolling earlier.

Few adults of either the cohort or enrolled group thought that college would be too difficult, that they lacked support from family and friends, or that they were "too old to learn." The fact of so few differences between groups raised the question of what triggers some adults to enroll while others like themselves have not (at least, yet) enrolled. Thus the stage was set for another study.

The Trigger Study: What Causes Adults To Enroll in College?

The cohort study showed that many adults, including those who aren't now in college, are interested in returning to college. Why do some go while others do not? What factors "trigger" the decision to enroll in college? The trigger study (6, 18) was aimed at this question. One of the largest Wisconsin Assessment Center studies, this survey of over 1,000 adult students included respondents from six UW campuses: UW-Milwaukee, UW-Oshkosh, UW-Green Bay, UW-Parkside, UW-Waukesha and UW-Fond du Lac. Most of these campuses have relatively high percentages of adults, and all are located in the more populous eastern part of Wisconsin, in an area known as the "urban corridor."

Job and Family Circumstances Trigger Return

As adult student questionnaires poured in, their responses—some richly enhanced with long attached statements—showed that many diverse triggering events could bring about an adult's return to education. Circumstances related to the individual's job and/or family accounted for a significant majority of the reasons given for returning to school. Becoming dissatisfied with one's job, seeing the children off to school, or having the funds available were some of the triggers most frequently noted.

A strong relationship often existed between the reasons given for delaying college and the reasons for returning as an adult.

Did the reasons for delaying college entry have anything to do with the triggering event? The study explored the relationship between barriers and triggers and found a strong relationship between the reasons given for not attending college earlier in life and the reasons for returning as an adult. For example, if caring for small children had been a barrier, then sending the youngest child to school could act as a trigger. Or if lack of encouragement from parents had been a barrier, encouragement from a spouse might have triggered an adult's return.

Demographic Characteristics Noted

In addition to barriers and triggers, the study gave a good picture of which adults attend college. Most of the adults in degree programs were young adults between the ages of 25 and 34. After age 35, women far outnumbered men in the adult student population. Most adult students had attended college or technical school earlier, and so were truly "returning" adults. And, as common sense suggests, the huge majority of adults seeking degrees coped with job and family responsibilities while attending school. In the light of these heavy job and family responsibilities, Center researchers wondered how quickly most adults proceed through college. The "pace" of adult students became the subject of another study.

The Transcript Studies Reveal Adult Students' Pace Toward Graduation

It is often assumed that adults, because of their job and family responsibilities, proceed through college at a snail's pace. But is this assumption true? The answer affects how institutions plan for adult students. Thus two transcript studies explored the records of students' pace. One looked at records of adults who graduated (5, 14) and another at adults who did not complete degrees (2).

Unlike several earlier Center studies, the transcript study did not involve a survey. Instead, researchers used the registrar's transcripts for adult students who had completed their degrees at UW-Madison and UW-Green Bay. A wealth of information

appears on student transcripts, and the data were mined for adults' patterns of attending college. How many credits did they carry each semester? Did they take one or two semesters off at some point? Because a sample of younger students' transcripts were also studied, the adults' pace could be compared with that of younger students.

Adult Student Stereotypes Prove False

In contrast to the stereotype of adults as slow-paced academic dabblers, the transcript study showed that adults who eventually graduated had carried surprisingly heavy credit loads, averaging close to a full time pace. Fewer pursued their degree by taking just one or two courses per semester. And, once enrolled, adults usually did not "stop out" but proceeded directly to graduation. Results were quite consistent at the Madison and Green Bay campuses. A later study within the two-year Center System showed a similar brisk pace for adults in the UW Center System.

Adults who eventually graduated had carried surprisingly heavy credit loads.

Adult students were different from younger students, however, in the way they attended college. For instance, adults might take only one or two courses in a semester but then in the following semester might take a full load. They varied the number of credits they carried each semester, much more so than younger students who proceeded at a lockstep pace. The study did not determine whether adults varied their credit loads in response to family and job obligations or because of course scheduling. What is clear is that varying credit load was a noticeable pattern of many adults who eventually graduated.

Other findings in the study affect views about adult students. Among the graduated adults, few—according to their transcripts—had begun their return to college as nondegree-bound "special" students or by initially taking one or two courses. Academically, too, adult students performed as well as their younger counterparts, judging by grade point averages at graduation.

Dropouts' Transcripts Examined

In order to examine the academic careers of the students from beginning to end, the first transcript study was based only on students who had continued to graduation. But what of students who did not complete their degrees? Researchers guessed that lighter credit loads might be found among adult students who dropped before completing their studies. Transcripts for a group of such adult dropouts were examined for the Green Bay campus. Indeed, adult dropouts were characterized by lighter credit loads. Other differences found between graduates and dropouts were that graduates had started with more transfer credits than dropouts, that graduates showed more variation in the number of credits carried each semester, and that graduates achieved a higher grade point average than dropouts.

Adult dropouts carried fewer credits, transferred in fewer credits, and had lower grade point averages than did adults who graduated.

Thus the transcript studies of the pace of adults suggested that the race belongs to the swift.

The Graduate Follow-up Study: Is College Worth it?

The transcript studies showed the pace of adults who got degrees but not what happened to them afterward. Does an adult, graduating at a later than usual age, reap significant benefits from a college degree? In particular, is there evidence of economic gain and personal development? In short, is college worth it for an adult? The graduate follow-up study (8, 15, 17) attempted to answer this question by surveying adult graduates of three institutions: UW-Green Bay, UW-Parkside, and UW-Stout. Unlike most graduate follow-ups, this study surveyed adults who had graduated three to five years earlier and thereby were in a position to assess the value of their degree over time.

Adults Found College Experience Overwhelmingly Positive

Although the adults in this study received their degrees later in life than their younger counterparts, most apparently benefited greatly from the college experience and the possession of a bachelor's degree. These benefits appeared in both their work lives and personal lives. About half of the employed graduates reported one or more of the following changes as a result of getting their degrees: increased job responsiblities, pay, status, security, or change to a different job. In addition, most graduates reported that their job was "directly" or "somewhat" related to their major.

About half reported positive changes in job responsibilities, pay, status or security as a result of getting a college degree.

Other Achievements Noted

Outstanding personal growth was reported by most graduates in the areas of personal achievement, intellectual curiosity and understanding of their own abilities. About one-quarter of the adult graduates went on to graduate or professional school; nearly all had engaged in some type of further education. A full 98 percent of the graduates would return to work for a degree if they had it to do over again.

As in the trigger study, many adults explained in detail what gaining their degree had meant to them. Their comments are peppered with metaphors—the degree as a door, ticket, key or gateway—and reflect unmistakable satisfaction with the decision to return to college. Total group opinion being clear on that point, research interest shifted to look at a particular group of adult graduates, namely homemakers.

The Homemaker Study: Is College Worth It for Homemakers?

Were the perceived benefits of a college degree as impressive for women who had returned to college after years of raising a family? This question was addressed by looking at responses of women who identified themselves as full time homemakers

before they entered college; thus the homemaker study (7, 16) is an offshoot of the larger follow-up study just discussed. To what extent was this important subgroup—usually about one-quarter of the total group in studies of adults—experiencing benefits from obtaining the bachelor's degree?

Homemakers Cite Gains in Self Esteem

Results revealed that the college experience had been a rich and satisfying one, much as other adults had described. However, homemakers, more often than women who entered college directly from paid employment, reported gains in self-confidence and self-esteem as an outcome of pursuing a degree.

Homemakers reported gains in self-confidence and self-esteem.

More homemakers had re-entered college to gain independence and a sense of identity. Their comments on the questionnaire proved that most had achieved this goal.

Most homemakers were no longer full-time homemakers three to five years after graduation. The majority were employed full time in teaching, social work, or counseling, but less often in the business occupations. Apparently, homemakers who wanted to enter the labor force were able to find jobs. Some homemakers, by choice, were still involved full time with home and child care, but literally none indicated that they were seeking work and failing to get good offers.

With this reassuring news about outcomes of college for one group of adult students, interest turned to a group of adults at the other end of the college spectrum—adults who are just entering college for the first time.

The Academic Skills Study: How Do Adult Freshmen Compare?

As adults enter college, both they and the faculty wonder how their academic skills compare to those of younger students. Has the adult's lack of recent contact with formal education

placed him or her at a disadvantage in college courses that involve knowledge of mathematics, writing or natural science? In the academic skills study (3, 4), placement test scores of adult freshmen were compared with those of traditional-aged new freshmen at UW-Green Bay. The academic skills study identified certain problems, and just as importantly, some areas that were not problems for new adult students.

Similar Test Scores in Several Areas

Test data showed that adult freshmen performed much like their younger counterparts on many of the tests used in the Freshman Testing Program at UW-Green Bay. In fact, performance on the English, social science, and natural science portions of an achievement test was nearly identical for both older and younger freshmen. In these areas, most adults can feel confident, judging by these test results.

Performance in English, social science, and natural science was nearly identical to that of younger students.

Adults express more concern about their writing skills than do younger freshmen, yet both multiple-choice test and essay test results indicate that adult freshmen write as well as their younger cohorts. This finding suggests an unjustified lack of confidence among adult freshmen about their writing ability.

Math—Problem Area for Adults

The most dramatic difference between adult and younger freshmen lies in math and algebra skills. On all math tests given to incoming freshmen, adults scored significantly lower than younger students. Without a doubt, the adult freshmen were less able to recall and apply concepts from algebra and geometry. Several "new math" items (such as reading Venn diagrams and finding the intersection of sets) caused adults trouble. Without refresher coursework, many adults will be at a disadvantage in the area of mathematics. Adult students' possible avoidance of math courses because of their comparatively lower math skills is a cause for concern. The ability to do college level math is quite important in many areas of study such as business, computer science and even social science.

Lack of math skills is one problem many adults may face as they enroll in college. An even more basic potential problem of some returning adults may be just getting admitted to the college.

The Admissions Study: What Criteria Apply?

All campuses have well-defined criteria for admitting new high school graduates, 18 and 19 years old. But are the same criteria applied to students who have been out of high school for two, ten, or even twenty years? For the purposes of this study (9), anyone out of high school for two or more years was considered an adult. With this group, the traditional indicators of college success used in admissions may not be appropriate for judging current capabilities for college work. To find out more about admitting adults, admissions officers from thirteen four-year UW campuses and from the UW Center System were interviewed by telephone regarding how they handle applications from adults, especially those who do not meet standard admissions requirements.

Most Adults Meet Requirements

Admissions directors indicated that the great majority of adult applicants do meet regular admission requirements and flow through normal channels without difficulty. A small number of adults with poor past records apply. However, all UW campuses offer some option for adults not meeting usual admissions criteria. These options vary greatly across campuses. In some cases, the student is admitted on probation; in others he or she must register as a "special." Most commonly, adults who do not meet admissions criteria are admitted anyway. An adult is rarely refused admission.

Total rejection is very rare at most campuses.

Admission of Adults Not Seen as a Problem

This study also revealed that the use of standardized admissions tests (the ACT, for example) with adults is rare in the UW System. And adults with GEDs rather than high school diplomas did not pose a problem at most campuses.

Overall, most UW admission directors don't view the admission of adults as a problem. It is reassuring to note that adults who want to return to college (even those few students with a mediocre educational past) will not find themselves automatically rejected at any UW campuses.

The Study Habits Study: How Adults Juggle College, Family and Work

Once safely registered, adult students must manage to juggle classes, work schedules, family responsibilities, and community activities, and still find time to study. What special techniques do they have for integrating study time into their lives? How much time do they devote to studies—and when? The study habits project (12) investigated these questions by asking students to keep records of their study habits.

Interviews and study logs were used to look into study habits.

First, personal interviews gathered information about each student's family and employment situation and the difficulties he or she has found in studying, as well as where and how studying is accomplished. Then one page "logs" were sent three times during ing each of the fall and spring semesters for students to record the times and places they had studied during the two previous days. A group of adult sophomores and juniors and a matched control group of younger students, all from UW-Green Bay, participated in this year long study.

No Place Like Home for Studying

Results showed that older students spent somewhat more time studying for each credit hour than did younger students. The average study time for adults taking about 10 credits was about three hours each day, while younger students taking a similar number of credits, on the average, studied somewhat more than two and one-half hours per day. The difference, however, was not dramatic.

Several other findings, in fact, suggest that adults' study habits show more similarities than differences in comparison with habits of younger students. Both groups decidedly elected to study at home, where they usually had a special place to study. For the most part, both groups used the university library with about the same frequency per week. The majority of both groups preferred to study alone rather than with others. And "reading the class text" topped the list of study activities for both groups.

Several findings suggest that adults' study habits show more similarities than differences in comparison with habits of younger students.

Household Tasks Kept Adults From Books

When students were asked about difficulties they encountered in studying, differences between adults and younger students finally emerged. Household tasks were most likely to keep adults from studying, but interference from work schedules was more often reported by younger students. And "lack of motivation" was a problem for more younger students. Each group had its own troublesome hurdles to get over.

The Retention Study: Why Do Adults Leave?

At the same time study habits were being researched, the question of why some adults drop out before graduating formed the basis of a retention study. (10) A survey at UW-Eau Claire, UW-Parkside, UW-Green Bay and UW-Superior probed adults' reasons for not continuing their studies and how those reasons compared with those given by younger students. Several hundred adults and younger students were asked about their reasons for leaving.

Reasons for Leaving Involved Personal Circumstances

Results showed that the characteristics of dropouts (such as age, marital status, class standing, credit loads) were much like those of enrolled students; however, many more dropouts had attempted to work full time while attending college.

Job and family obligations and financial problems were reasons for not continuing.

While diverse reasons accounted for adult attrition, this study revealed personal life circumstances as the major reasons for adults not continuing their college education. The three leading reasons were job obligations, family obligations, and financial problems. In fact, the reasons adults gave for dropping out are much like the barriers cited in other studies of adults who have not enrolled. Apparently, many adults dropped out for the same reasons that other adults never enrolled at all.

Adults Didn't Transfer

The study also found that few adults were currently enrolled in another school, in contrast to younger dropouts. Almost no adults had received a degree in the two years since leaving.

One-third of the adults still plan to get a degree.

Yet, about one-third of the adults still plan to get a degree from the UW institution they left, in contrast to younger students, few of whom plan to return to the same campus. The circumstances under which adults would re-enroll revolved around changes in job, family, or financial situation.

Based on their ratings of their former school, it was clear that most adult dropouts were satisfied with the academic quality, variety of courses, and value of the degree offered there, but less satisfied with course times and cost. Adults' suggestions for the institution they left included offering night courses, financial assistance and guidance. Like other studies, this study underscored the paramount importance of an adult's personal circumstances. It suggests that removing "institutional barriers"—those under the control of a college—may not significantly influence adult retention.

UW Center System Follow-Up Study

The previous study of adult graduates of four-year UW campuses showed benefits of the baccalaureate degree. But what of adults who completed their first two years of college at

one of the two-year UW Centers? Did they transfer into four-year institutions, or did lack of geographic mobility, for instance, prevent them from continuing their education at a four-year campus? This question was at the heart of the UW Center System study (11), which featured a follow-up of former adult and younger Center System students. In this study, students who had left the UW Center after completing 40 or more credits were surveyed about what they were doing two years later.

Most Adults Transferred into Four-Year Institutions

Overall, the responses of the adults were similar to those of younger students in several ways. For instance, both groups entered college to obtain a bachelor's degree, to develop a new career, and also "simply to learn." Both adults and younger students entered the Center campus with the plan of eventually transferring to a four-year college. The study found that most students, including the adult students, did indeed transfer into a four year college almost immediately after they completed their Center System experience.

Most adult students transferred almost immediately to a four year college after their Center System experience ended.

In addition to examining students' educational experiences after leaving the Center, this study provided information about how students perceived the quality of the education offered by the Center System campuses and how well students fared when they transferred to other colleges. The results of this study indicate widespread student satisfaction with the UW Center experience. Both adults and younger students considered themselves well prepared by the Center System for their later schooling, were satisfied with the faculty attention they received at the Center, and would enroll at the Center if they had it to do over again.

A Final Word

Without belaboring the methods, quoting the exact percentages, or generally revealing all the intricate details of each research project, this booklet has given the highlights of adult student studies conducted to date by the Wisconsin Assessment Center. Readers interested in more technical reports should write or call the Center for copies of any of the full reports listed at the end of this booklet.

The ten studies featured in this booklet are completed but the work of the Wisconsin Assessment Center continues. New studies are under way on new issues related to adult students. Anyone who has been intrigued with the results of the first ten studies is urged to keep in touch for results of those to follow.

Wisconsin Assessment Center Publications

1. Hendrickson, E. A Comparison of the Educational Goals of Adult Students and Their Cohorts Who Are Not Enrolled, December 1979.

2. Mishler, C. and Sewall, T. Adult Student Dropouts at the University of Wisconsin-Green Bay, February 1982.

3. Mishler, C.; Fredrick, D.; and Hogan, T. The Adult Student: How Different? Part I - Freshmen Academic Skills, *R & D Memorandum*, October 1980.

4. Fredrick, D.; Mishler, C.; and Hogan, T. The Adult Student: How Different? Part II - Freshmen Math Skills, *R & D Memorandum*, May 1981.

5. Mishler, C.; Fredrick, D.; Hogan, T.; and Woody, S. The Educational Pace of Adult Students: Report to the Madison Campus, July 1981.

6. Sewall, T. Factors Which Precipitate Adult Enrollment in a College Degree Program, April 1982.

7. Mishler, C. From Adult Learner to Wage Earner: A Follow-up of Homemakers Who Graduated From College, April 1982.

8. Mishler, C. Adult Graduates: A Follow-up Study of Adult Graduates of the University of Wisconsin System, April 1982.

9. Mishler, C. Admitting Adults at University of Wisconsin Campuses, November 1982.

10. Mishler, C. Why Adults Leave: A Survey of Nonreturning College Students, April 1983.

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